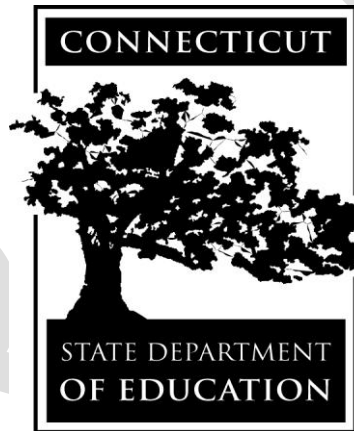


English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards



Grade 2

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
READING STRAND: READING FOR LITERATURE STANDARDS			
Key Ideas and Details			
CC.2.R.L.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story. CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view. CT.2.R.37 Reading Comprehension: After Reading: General Understanding: Identify rhythm, rhyme, alliteration and assonance in poetry. CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences. CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and	Developmental Reading Assessment (DRA2) Degrees of Reading Power (DRP) CMT Reading Comprehension Forming a General Understanding A1 Determine the main idea (nonfiction) theme (fiction) the text. A2 Identify or infer important characters, problems, settings, events, relationships and details. A3 Select and use relevant information from the text in order to summarize events and/or ideas in the text. A4 Use information from the text to make predictions based on what is read. A5 Use context clues to determine meanings of unknown or multiple-meaning words or figurative language. CMT Reading Comprehension: Developing Interpretation B1 Identify or infer the author’s use of structure/organizational patterns. B3 Use stated or implied evidence from the text to draw and/or support a	CT standards do not specifically mention the “wh-questions,” but these types of questions seem to be embedded in the CT standards.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>text-to-world connections.</p> <p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p>	<p>conclusion.</p> <p>CMT Reading Comprehension Making Reader/Text Connections</p> <p>C1 Make connections between the text and outside experiences and knowledge. C2 Select, synthesize and/or use relevant information within the text to write a personal response to the text.</p>	
<p>CC.2.R.L.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>CT.2.R.22 Reading Comprehension: Before Reading: Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables.</p> <p>CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.</p> <p>CT.2.R.27 Reading Comprehension: During Reading: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level</p>	<p>Developmental Reading Assessment (DRA2)</p> <p>Degrees of Reading Power (DRP)</p> <p>CMT Reading Comprehension Forming a General Understanding</p> <p>A1 Determine the main idea (nonfiction) theme (fiction) the text. A2 Identify or infer important characters, problems, settings, events, relationships and details. A3 Select and use relevant information from the text in order to summarize events and/or ideas in the text. A4 Use information from the text to make predictions based on what is read. A5 Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.</p>	<p>Central message, lesson and moral are not explicitly mentioned in the CT standards but are implied.</p>

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p> <p>CT.2.R.39 Reading Comprehension: After Reading: Developing an Interpretation: Compare similarities and differences of characters in a story.</p> <p>CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.</p> <p>CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world connections.</p> <p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different</p>	<p>CMT Reading Comprehension: Developing Interpretation</p> <p>B1 Identify or infer the author's use of structure/organizational patterns. B3 Use stated or implied evidence from the text to draw and/or support a conclusion.</p> <p>CMT Reading Comprehension Making Reader/Text Connections</p> <p>C1 Make connections between the text and outside experiences and knowledge. C2 Select, synthesize and/or use relevant information within the text to write a personal response to the text.</p> <p>CMT Reading Comprehension: Examining Content and Structure</p> <p>D1 Analyze and evaluate the author's craft including use of literary devices and textual elements D2 Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts.</p>	

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p> <p>CT.2.R.46 Reading Comprehension: After Reading: Content and Structure: Identify what is important to an author based on the content of text.</p> <p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.</p> <p>CT.2.R.48 Reading Behaviors: Select "just right" books of different genres for independent reading and explain why the book choice was appropriate.</p>		
<p>CC.2.R.L.3 Describe how characters in a story respond to major events and challenges.</p>	<p>CT.2.R.27 Reading Comprehension: During Reading: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.</p>	<p>Developmental Reading Assessment (DRA2)</p> <p>Degrees of Reading Power (DRP)</p> <p>CMT Reading Comprehension Forming a General Understanding</p> <p>A1 Determine the main idea (nonfiction) theme (fiction) the text. A2 Identify or infer important</p>	<p>CT standards are not as specific as the CCSS.</p>

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story.</p> <p>CT.2.R.32 Reading Comprehension: During Reading: Identify elements of author's craft, e.g., similes.</p> <p>CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p> <p>CT.2.R.39 Reading Comprehension: After Reading: Developing an Interpretation: Compare similarities and differences of characters in a story.</p> <p>CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world connections.</p> <p>CT.2.R.45 Reading Comprehension: After Reading: Content and Structure:</p>	<p>characters, problems, settings, events, relationships and details.</p> <p>A3 Select and use relevant information from the text in order to summarize events and/or ideas in the text.</p> <p>A4 Use information from the text to make predictions based on what is read.</p> <p>A5 Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.</p> <p>CMT Reading Comprehension: Developing Interpretation</p> <p>B1 Identify or infer the author's use of structure/organizational patterns.</p> <p>B3 Use stated or implied evidence from the text to draw and/or support a conclusion.</p> <p>CMT Reading Comprehension Making Reader/Text Connections</p> <p>C1 Make connections between the text and outside experiences and knowledge.</p> <p>C2 Select, synthesize and/or use relevant information within the text to write a personal response to the text.</p> <p>CMT Reading Comprehension: Examining Content and Structure</p>	

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	Identify the author's use of literary devices, e.g., interesting word choice.	D1 Analyze and evaluate the author's craft including use of literary devices and textual elements D2 Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts.	
Craft and Structure			
CC.2.R.L.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	CT.2.R.1 Phonemic Awareness: Understand that sounds of language contribute to fluency of texts, e.g., rhyme and rhythm of poetry, books by Dr. Seuss. CT.2.R.2 Phonemic Awareness: Add, delete and change targeted sounds to modify or change words, e.g., cat to cot. CT.2.R.6 Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text. CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.	Developmental Reading Assessment (DRA2) Degrees of Reading Power (DRP) CMT Reading Comprehension Forming a General Understanding A4 Use information from the text to make predictions based on what is read. A5 Use context clues to determine meanings of unknown or multiple-meaning words or figurative language. CMT Reading Comprehension: Developing Interpretation B1 Identify or infer the author's use of structure/organizational patterns. CMT Reading Comprehension Making Reader/Text Connections C1 Make connections between the text and outside experiences and knowledge. C2 Select, synthesize and/or use	Collective match to CCSS standards.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.R.27 Reading Comprehension: During Reading: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.</p> <p>CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story.</p> <p>CT.2.R.32 Reading Comprehension: During Reading: Identify elements of author's craft, e.g., similes.</p> <p>CT.2.R.37 Reading Comprehension: After Reading: General Understanding: Identify rhythm, rhyme, alliteration and assonance in poetry.</p> <p>CT.2.R.45 Reading Comprehension: After Reading: Content and Structure: Identify the author's use of literary devices, e.g., interesting word choice</p> <p>CT.2.R.46 Reading Comprehension: After Reading: Content and Structure:</p>	<p>relevant information within the text to write a personal response to the text.</p> <p>CMT Reading Comprehension: Examining Content and Structure</p> <p>D1 Analyze and evaluate the author's craft including use of literary devices and textual elements</p> <p>D2 Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts.</p>	

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	Identify what is important to an author based on the content of text.		
CC.2.R.L.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	CT.2.R.22 Reading Comprehension: Before Reading: Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables. CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text. CT.2.R.27 Reading Comprehension: During Reading: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level. CT.2.R.32 Reading Comprehension: During Reading: Identify elements of author's craft, e.g., similes. CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters,	Developmental Reading Assessment (DRA2) Degrees of Reading Power (DRP) CMT Reading Comprehension Forming a General Understanding A1 Determine the main idea (nonfiction) theme (fiction) the text. A2 Identify or infer important characters, problems, settings, events, relationships and details. A3 Select and use relevant information from the text in order to summarize events and/or ideas in the text. A4 Use information from the text to make predictions based on what is read. A5 Use context clues to determine meanings of unknown or multiple-meaning words or figurative language. CMT Reading Comprehension: Developing Interpretation B1 Identify or infer the author's use of structure/organizational patterns.	CT standards do not specifically mention the beginning and ending of a story.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	setting, plot, theme, conflict and point of view.		
CC.2.R.L.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	CT.2.R.12 Fluency: Read aloud informational/expository text and literary/narrative text, attending to intonation. CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story. CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view. CT.2.R.39 Reading Comprehension: After Reading: Developing an Interpretation: Compare similarities and differences of characters in a story. CT.2.R.45 Reading Comprehension: After Reading: Content and Structure: Identify the author's use of literary devices, e.g., interesting word choice.	Developmental Reading Assessment (DRA2) Degrees of Reading Power (DRP) CMT Reading Comprehension Forming a General Understanding A1 Determine the main idea (nonfiction) theme (fiction) the text. A2 Identify or infer important characters, problems, settings, events, relationships and details. A3 Select and use relevant information from the text in order to summarize events and/or ideas in the text. A4 Use information from the text to make predictions based on what is read. A5 Use context clues to determine meanings of unknown or multiple-meaning words or figurative language. CMT Reading Comprehension: Developing Interpretation B1 Identify or infer the author's use of structure/organizational patterns. CMT Reading Comprehension: Examining Content and Structure	CT standards do not address using a different voice for characters when reading aloud.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
		D1 Analyze and evaluate the author's craft including use of literary devices and textual elements D2 Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts.	
Integration of Knowledge and Ideas			
CC.2.R.L.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck CT.2.R.19 Vocabulary: Reread and read on to determine meaning of unknown words. CT.2.R.25 Reading Comprehension: Before Reading: Identify chapter headings, pictures, illustrations and charts in the text. CT.2.R.26 Reading Comprehension: Before Reading: Identify print and nonprint resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic).	Developmental Reading Assessment (DRA2) Degrees of Reading Power (DRP) CMT Reading Comprehension Forming a General Understanding A4 Use information from the text to make predictions based on what is read. A5 Use context clues to determine meanings of unknown or multiple-meaning words or figurative language. CMT Reading Comprehension: Developing Interpretation B1 Identify or infer the author's use of structure/organizational patterns.D1 Analyze and evaluate the author's craft including use of literary devices and textual elements CMT Reading Comprehension: Examining Content and Structure	Collective match using several CT standards address this CCSS.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.R.28 Reading Comprehension: During Reading: Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.</p> <p>CT.2.R.32 Reading Comprehension: During Reading: Identify elements of author's craft, e.g., similes.</p> <p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p> <p>CT.2.R.45 Reading Comprehension: After Reading: Content and Structure: Identify the author's use of literary devices, e.g., interesting word choice.</p> <p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.</p>	<p>D2 Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts.</p>	

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
CC.2.R.L.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	CT.2.R.39 Reading Comprehension: After Reading: Developing an Interpretation: Compare similarities and differences of characters in a story. CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences. CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses. CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world connections.	CMT Reading Comprehension: Developing Interpretation B1 Identify or infer the author's use of structure/organizational patterns. B3 Use stated or implied evidence from the text to draw and/or support a conclusion. CMT Reading Comprehension Making Reader/Text Connections C1 Make connections between the text and outside experiences and knowledge. C2 Select, synthesize and/or use relevant information within the text to write a personal response to the text.	
Range of Reading and Level of Text Complexity			
CC.2.R.L.10 By the end of the year, read and comprehend literature, including prose and poetry, in	CT.2.R.48 Reading Behaviors: Select "just right" books of different genres for independent reading and explain why	Developmental Reading Assessment (DRA2) Degrees of Reading Power (DRP)	

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>the book choice was appropriate.</p> <p>CT.2.R.49 Reading Behaviors: Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency.</p> <p>CT.2.R.50 Reading Behaviors: Explain what good readers do and identify own good reader behaviors.</p> <p>CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story.</p>	<p>CMT Reading Comprehension Forming a General Understanding</p> <p>A4 Use information from the text to make predictions based on what is read. A5 Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.</p> <p>CMT Reading Comprehension: Developing Interpretation</p> <p>B1 Identify or infer the author’s use of structure/organizational patterns.</p>	
READING STRAND: READING FOR INFORMATION STANDARDS			
Key Ideas and Details			
<p>CC.2.R.I.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>CT.2.R.23 Reading Comprehension: Before Reading: Preview parts of books, e.g., table of contents and glossary, to gain understanding.</p> <p>CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.</p>	<p>Developmental Reading Assessment (DRA2)</p> <p>Degrees of Reading Power (DRP)</p> <p>CMT Reading Comprehension Forming a General Understanding</p> <p>A1 Determine the main idea (nonfiction) theme (fiction) the text. A2 Identify or infer important characters, problems, settings, events, relationships and details. A3 Select and use relevant</p>	Good match, with minor aspects of the CCSS not addressed. CT standards do not specifically mention “wh-questions.”

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.R.25 Reading Comprehension: Before Reading: Identify chapter headings, pictures, illustrations and charts in the text.</p> <p>CT.2.R.33 Reading Comprehension: During Reading: Read nonfiction materials for answers to specific questions or for specific purposes.</p> <p>CT.2.R.36 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about the facts in nonfiction text.</p> <p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p> <p>CT.2.R.46 Reading Comprehension: After Reading: Content and Structure: Identify what is important to an author based on the content of text.</p>	<p>information from the text in order to summarize events and/or ideas in the text.</p>	

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.		
CC.2.R.I.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	CT.2.R.27 Reading Comprehension: During Reading: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level. CT.2.R.28 Reading Comprehension: During Reading: Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts. CT.2.R.36 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about the facts in nonfiction text.	Developmental Reading Assessment (DRA2) Degrees of Reading Power (DRP) CMT Reading Comprehension Forming a General Understanding A1 Determine the main idea (nonfiction) theme (fiction) the text. A2 Identify or infer important characters, problems, settings, events, relationships and details. A3 Select and use relevant information from the text in order to summarize events and/or ideas in the text. A4 Use information from the text to make predictions based on what is read.	CT standards do not mention main topic and paragraph focus.
CC.2.R.I.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.	Developmental Reading Assessment (DRA2) Degrees of Reading Power (DRP) CMT Reading Comprehension	CT standards are not as specific as CCSS.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.R.27 Reading Comprehension: During Reading: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.</p> <p>CT.2.R.29 Reading Comprehension: During Reading: Identify and use important words in a text to perform a task, e.g., math problem solving, follow multistep directions.</p> <p>CT.2.R.38 Reading Comprehension: After Reading: General Understanding: Follow two-step or more written directions.</p> <p>CT.2.R.40 Reading Comprehension: After Reading: Developing an Interpretation: Compare information across nonfiction selections, e.g., seagulls vs. hawks.</p> <p>CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world</p>	<p>Forming a General Understanding</p> <p>A3 Select and use relevant information from the text in order to summarize events and/or ideas in the text.</p> <p>A4 Use information from the text to make predictions based on what is read</p>	

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.		
Craft and Structure			
CC.2.R.I.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	CT.2.R.15 Vocabulary: Explain common antonyms, e.g., big, little; day, night, and synonyms, e.g., little, small CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck CT.2.R.17 Vocabulary: Use glossaries and dictionaries to identify word meanings CT.2.R.18 Vocabulary: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words CT.2.R.19 Vocabulary: Reread and read on to determine meaning of unknown words		Excellent match between the two documents.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	CT.2.R.21 Vocabulary: Identify unfamiliar words.		
CC.2.R.I.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	CT.2.R.23 Reading Comprehension: Before Reading: Preview parts of books, e.g., table of contents and glossary, to gain understanding CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text CT.2.R.25 Reading Comprehension: Before Reading: Identify chapter headings, pictures, illustrations and charts in the text CT.2.R.28 Reading Comprehension: During Reading: Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts CT.2.R.34 Reading Comprehension: During Reading: Interpret information from simple graphs and charts.		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
CC.2.R.1.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text CT.2.R.22 Reading Comprehension: Before Reading: Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables CT.2.R.27 Reading Comprehension: During Reading: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level CT.2.R.36 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about the facts in nonfiction text CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare	Developmental Reading Assessment (DRA2) Degrees of Reading Power (DRP) CMT Reading Comprehension Forming a General Understanding A4 Use information from the text to make predictions based on what is read	Excellent match between the two documents. CT standard 2.R.46 is the best match as part of this collective match.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>similarities and differences</p> <p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses</p> <p>CT.2.R.46 Reading Comprehension: After Reading: Content and Structure: Identify what is important to an author based on the content of text</p> <p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.</p>		
Integration of Knowledge and Ideas			
<p>CC.2.R.I.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>CT.2.R.22 Reading Comprehension: Before Reading: Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables</p> <p>CT.2.R.23 Reading Comprehension: Before</p>		<p>CT standard asks students to use or identify illustrations, diagrams, etc., but does not ask students to <u>explain</u> how they contribute to the understanding of the text.</p>

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>Reading: Preview parts of books, e.g., table of contents and glossary, to gain understanding</p> <p>CT.2.R.25 Reading Comprehension: Before Reading: Identify chapter headings, pictures, illustrations and charts in the text</p> <p>CT.2.R.26 Reading Comprehension: Before Reading: Identify print and nonprint resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic).</p> <p>CT.2.R.28 Reading Comprehension: During Reading: Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts</p> <p>CT.2.R.34 Reading Comprehension: During Reading: Interpret information from simple graphs and charts.</p>		
<p>CC.2.R.I.8 Describe how reasons support specific points the author makes in a text.</p>	<p>CT.2.R.33 Reading Comprehension: During Reading: Read nonfiction materials for answers to specific questions or for specific purposes</p>		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.R.36 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about the facts in nonfiction text</p> <p>CT.2.R.41 Reading Comprehension: After Reading: Developing an Interpretation: State fact versus opinion, e.g., I am a boy; Everyone loves ice cream</p> <p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.</p>		
<p>CC.2.R.I.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>CT.2.R.26 Reading Comprehension: Before Reading: Identify print and nonprint resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic).</p> <p>CT.2.R.33 Reading Comprehension: During Reading: Read nonfiction materials for answers to specific questions or for specific purposes</p>		Excellent match between the two documents

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.R.40 Reading Comprehension: After Reading: Developing an Interpretation: Compare information across nonfiction selections, e.g., seagulls vs. hawks</p> <p>CT.2.R.41 Reading Comprehension: After Reading: Developing an Interpretation: State fact versus opinion, e.g., I am a boy; Everyone loves ice cream</p> <p>CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences</p> <p>CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world connections</p> <p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating</p>		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>personal and text-based responses</p> <p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.</p>		
Range of Reading and Level of Text Complexity			
<p>CC.2.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>CT.2.R.48 Reading Behaviors: Select "just right" books of different genres for independent reading and explain why the book choice was appropriate</p> <p>CT.2.R.49 Reading Behaviors: Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency</p> <p>CT.2.R.50 Reading Behaviors: Explain what good readers do and identify own good reader behaviors.</p>		<p>CT standards are not non-fiction specific and do not address scaffolding.</p>
READING STRAND: FOUNDATIONAL SKILLS STANDARDS			
Phonics and Word Recognition			
<p>CC.2.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>CT.2.R.3 Phonics/Word Study: Identify sounds automatically for all long and short vowels</p>		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.R.4 Phonics/Word Study: Identify sounds for common vowel-r patterns, e.g., ar, er, ir, or, ur, and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that recur in second grade text, e.g., -ful, -ness, and dis-, in</p> <p>CT.2.R.5 Phonics/Word Study: apply knowledge of basic syllabication rules when reading, e.g., V/C =su/per, VC/CV=sup/per</p> <p>CT.2.R.6 Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text</p> <p>CT.2.R.7 Phonics/Word Study: decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes</p> <p>CT.2.R.8 Phonics/Word Study: Decode orthographically regular multisyllable words, e.g., butterfly, happiness, by using knowledge of sound-symbol relationships, syllable division and</p>		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>the alphabetic principle</p> <p>CT.2.R.9 Phonics/Word Study: Read irregularly spelled words, e.g., ocean, angel</p> <p>CT.2.R.10 High-Frequency Words: Read unfamiliar words, containing complex letter patterns/word families, e.g., -ought, -aught, in isolation and in context.</p>		
<p>CC.2.R.F.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>CT.2.R.3 Phonics/Word Study: Identify sounds automatically for all long and short vowels</p> <p>CT.2.R.5 Phonics/Word Study: apply knowledge of basic syllabication rules when reading, e.g., V/C =su/per, VC/CV=sup/per</p>		
<p>CC.2.R.F.3.b Know spelling-sound correspondences for additional common vowel teams.</p>	<p>CT.2.R.4 Phonics/Word Study: Identify sounds for common vowel-r patterns, e.g., ar, er, ir, or, ur, and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that recur in second grade text, e.g., -ful, -ness, and dis-, in-.</p> <p>CT.2.R.10 High-Frequency Words: Read</p>		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>unfamiliar words, containing complex letter patterns/word families, e.g., -ought, -aught, in isolation and in context</p> <p>CT.2.R.3 Phonics/Word Study: Identify sounds automatically for all long and short vowels</p> <p>CT.2.R.6 Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.</p>		
<p>CC.2.R.F.3.c Decode regularly spelled two-syllable words with long vowels.</p>	<p>CT.2.R.5 Phonics/Word Study: apply knowledge of basic syllabication rules when reading, e.g., V/C=sup/per, VC/CV=sup/per</p> <p>CT.2.R.7 Phonics/Word Study: decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes</p> <p>CT.2.R.10 High-Frequency Words: Read unfamiliar words, containing complex letter patterns/word families, e.g., -ought, -aught, in isolation and in context.</p>		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
CC.2.R.F.3.d Decode words with common prefixes and suffixes.	CC.2.R.F.3.d Phonics and Word Recognition: Decode words with common prefixes and suffixes.		
CC.2.R.F.3.e Identify words with inconsistent but common spelling-sound correspondences.	CT.2.R.4 Phonics/Word Study: Identify sounds for common vowel-r patterns, e.g., ar, er, ir, or, ur, and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that recur in second grade text, e.g., -ful, -ness, and dis-, in-. CT.2.R.9 Phonics/Word Study: Read irregularly spelled words, e.g., ocean, angel CT.2.R.10 High-Frequency Words: Read unfamiliar words, containing complex letter patterns/word families, e.g., -ought, -aught, in isolation and in context.		
CC.2.R.F.3.f Recognize and read grade-appropriate irregularly spelled words.	CT.2.R.9 Phonics/Word Study: Read irregularly spelled words, e.g., ocean, angel CT.2.R.10 High-Frequency Words: Read unfamiliar words, containing complex letter patterns/word families,		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	e.g., -ought, -aught, in isolation and in context.		
Fluency			
CC.2.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	CT.2.R.11 High-Frequency Words: Read at least 300 high-frequency words, e.g., Dolch or Fry CT.2.R.12 Fluency: Read aloud informational/expository text and literary/narrative text, attending to intonation CT.2.R.13 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute.		CT standards do not address comprehension.
CC.2.R.F.4.a Read grade-level text with purpose and understanding.	CT.2.R.12 Fluency: Read aloud informational/expository text and literary/narrative text, attending to intonation CT.2.R.13 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute		CT standards do not address reading for purpose.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	CT.2.R.27 Reading Comprehension: During Reading: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.		
CC.2.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.	CT.2.R.12 Fluency: Read aloud informational/expository text and literary/narrative text, attending to intonation CT.2.R.13 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute.		
CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CT.2.R.19 Vocabulary: Reread and read on to determine meaning of unknown words CT.2.R.31 Reading Comprehension: During Reading: Monitor comprehension while reading and self-correct using visual cues first, followed by meaning and auditory cues (decoding should be rapid enough not to impede comprehension).		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
WRITING STRAND: WRITING STANDARDS			
Text Types and Purposes			
CC.2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	CT.2.W.25 Writing Genres, Traits and Crafts: Descriptive: Write one or more detailed paragraphs, using topic sentences and supporting details CT.2.W.28 Writing Genres, Traits and Crafts: Narrative: Use transition words, e.g., first, then, next, last. CT.2.W.32 Writing Genres, Traits and Crafts: Persuasive: Write a paragraph about a topic of interest, e.g., why there should be school uniforms, why there should be ice cream in the cafeteria.		Collective match.
CC.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	CT.2.W.25 Writing Genres, Traits and Crafts: Descriptive: Write one or more detailed paragraphs, using topic sentences and supporting details CT.2.W.29 Writing Genres, Traits and Crafts: Expository: Write personal correspondence, e.g., invitation, thank you note, letter to the principal		CT standards address all aspects of the CCSS except for the concluding statement/section.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.W.30 Writing Genres, Traits and Crafts: Expository: Write to explain a process, e.g., how to solve a math problem, how to report scientific observations</p> <p>CT.2.W.31 Writing Genres, Traits and Crafts: Expository: Write one or more paragraphs about data , e.g., how many students like recess, observations of nature.</p>		
<p>CC.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>CT.2.W.27 Writing Genres, Traits and Crafts: Narrative: Write personal and fictional narratives that consist of one paragraph or more, including a beginning, middle and end</p> <p>CT.2.W.28 Writing Genres, Traits and Crafts: Narrative: Use transition words, e.g., first, then, next, last.</p>		
Production and Distribution of Writing			
<p>CC.2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>CT.PK.R.3 Concepts About Print: Recognize familiar printed words.</p> <p>CT.2.W.19 Writing Process: Plan: develop ideas for particular purpose or audience</p>		CT standards do not mention adult and peer support.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.W.20 Writing Process: Draft: complete a draft of at least one paragraph, using ideas generated in the planning stage</p> <p>CT.2.W.21 Writing Process: Revise: revise a completed draft by adding, deleting and/or rearranging words, phrases or sentences; use specific words to replace common nouns and overused verbs, e.g., replace said with whispered; dog with German shepherd dog</p> <p>CT.2.W.22 Writing Process: Edit: edit drafts for complete sentences</p>		
<p>CC.2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>CT.2.W.23 Writing Process: Publish/Present: publish and present completed drafts, e.g., Author's Chair, computerized books, present science project</p> <p>CT.2.W.24 Writing Process: Reflect: explain why a representative piece of work is better than another, e.g., maintain an interactive portfolio.</p>		CT standards do not indicate the use of digital tools or peer support.
Research to Build and Present Knowledge			
<p>CC.2.W.7 Participate in shared research</p>	<p>CT.2.W.30 Writing Genres, Traits and Crafts:</p>		CT standards do not mention research.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<p>Expository: Write to explain a process, e.g., how to solve a math problem, how to report scientific observations</p> <p>CT.2.W.31 Writing Genres, Traits and Crafts: Expository: Write one or more paragraphs about data , e.g., how many students like recess, observations of nature</p> <p>CT.2.W.32 Writing Genres, Traits and Crafts: Persuasive: Write a paragraph about a topic of interest, e.g., why there should be school uniforms, why there should be ice cream in the cafeteria.</p>		
CC.2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	<p>CT.2.W.30 Writing Genres, Traits and Crafts: Expository: Write to explain a process, e.g., how to solve a math problem, how to report scientific observations</p> <p>CT.2.W.31 Writing Genres, Traits and Crafts: Expository: Write one or more paragraphs about data , e.g., how many students like recess, observations of nature.</p>		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS			
Comprehension and Collaboration			
CC.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view. CT.2.R.36 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about the facts in nonfiction text. CT.2.OL.1 Listening: Listen attentively to the opinions of others about texts, e.g., does not interrupt, faces speaker, asks questions. CT.2.OL.2 Listening: Listen to obtain information and solve problems. CT.2.OL.3 Listening: Ask for clarification and explanation of stories and ideas.		Collective match.
CC.2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the	CT.2.OL.1 Listening: Listen attentively to the opinions of others about texts, e.g.,		CT and CCSS are not an exact match but have the same intent.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<p>does not interrupt, faces speaker, asks questions.</p> <p>CT.2.OL.2 Listening: Listen to obtain information and solve problems.</p> <p>CT.2.OL.3 Listening: Ask for clarification and explanation of stories and ideas.</p>		
CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.	<p>CT.2.OL.1 Listening: Listen attentively to the opinions of others about texts, e.g., does not interrupt, faces speaker, asks questions.</p> <p>CT.2.OL.3 Listening: Ask for clarification and explanation of stories and ideas.</p>		Linking comments not addressed in the CT standards.
CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.	CT.2.OL.3 Listening: Ask for clarification and explanation of stories and ideas.		
CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.		Language between two documents but the intent is the same.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
CC.2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	CT.2.OL.1 Listening: Listen attentively to the opinions of others about texts, e.g., does not interrupt, faces speaker, asks questions. CT.2.OL.3 Listening: Ask for clarification and explanation of stories and ideas.		Collective match with similar intents.
Presentation of Knowledge and Ideas			
CC.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	CT.2.OL.4 Speaking: Listen to and tell stories from a variety of cultures; discuss similarities and differences in the way language is used. CT.2.OL.5 Speaking: Stay on topic and supply relevant supporting details. CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses.		Similar goal but speaking audibly is not addressed.
CC.2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	CT.2.W.23 Writing Process: Publish/Present: publish and present completed drafts, e.g., Author's Chair, computerized books, present science project.		The CT standard does not fully address the CCSS.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
CC.2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)	CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses. CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.		CT standards address standards but use different words. CT standards and CCSS are not on exact match but have the same intent.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
LANGUAGE STRAND: LANGUAGE STANDARDS			
Conventions of Standard English			
CC.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses. CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English. CT.2.W.22 Writing Process: Edit: edit drafts for complete sentences.		
CC.2.L.1.a Use collective nouns (e.g., group).	CT.2.W.12 Capitalization/Punctuation/Usage: Use nouns in sentences, e.g., singular, plural, common, proper, possessive. CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.		CT standards implies "collective nouns" based on examples provided.
CC.2.L.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	CT.2.W.12 Capitalization/Punctuation/Usage: Use nouns in sentences, e.g., singular, plural, common, proper, possessive. CT.2.OL.10 Speaking: Use oral language conventions, such as structures of		CT standards do not address irregular plural nouns.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	standard English.		
CC.2.L.1.c Use reflexive pronouns (e.g., myself, ourselves).	CT.2.W.12 Capitalization/Punctuation/Usage: Use nouns in sentences, e.g., singular, plural, common, proper, possessive. CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.		CT standards do not specifically address "reflexive pronouns."
CC.2.L.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	CT.2.W.13 Capitalization/Punctuation/Usage: Use verbs in sentences, e.g., past and present tense, agreement, linking verbs, common irregular verbs.		
CC.2.L.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.	CT.2.W.14 Capitalization/Punctuation/Usage: Use adjectives in sentences, e.g., descriptive, comparative, superlative.		CT standard does not address "adverbs" and choice for what is to be modified.
CC.2.L.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	CT.2.W.17 Capitalization/Punctuation/Usage: Combine simple sentences into compound sentences by using and/or/but. CT.2.W.21 Writing Process: Revise: revise a completed draft by adding, deleting and/or rearranging words, phrases or sentences; use specific words to replace common nouns and overused verbs, e.g., replace said with		CT standard does not require the students to produce the sentences.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	whispered; dog with German shepherd dog.		
CC.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CT.2.W.1 Spelling: Spell high-frequency words correctly, including two-syllable words. CT.2.W.2 Spelling: Spell basic short vowel, long vowel and consonant blend and digraph patterns, e.g., th, sh, etc. CT.2.W.3 Spelling: Spell regular and common irregular plurals correctly, e.g., boy/boys; child/children. CT.2.W.4 Spelling: Spell common irregular words, e.g., of, come, were. CT.2.W.5 Spelling: Spell common letter patterns, e.g., ee, ai, ar, oo. CT.2.W.6 Spelling: Use phonetic approximation for challenging words. CT.2.W.7 Spelling: Recognize when words may be misspelled.		Collectively, all of these CT standards address the CCSS.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>CT.2.W.8 Capitalization/Punctuation/Usage: Use commas in a series, e.g., after greeting and closing of a letter, in a date, between city and state.</p> <p>CT.2.W.9 Capitalization/Punctuation/Usage: Use quotation marks in dialogue.</p> <p>CT.2.W.10 Capitalization/Punctuation/Usage: Capitalize names, pronoun "I," proper nouns, days, months, holidays, and salutation and closing of a letter.</p> <p>CT.2.W.11 Capitalization/Punctuation/Usage: Form contractions; use apostrophes.</p>		
<p>CC.2.L.2.a Capitalize holidays, product names, and geographic names.</p>	<p>CT.2.W.10 Capitalization/Punctuation/Usage: Capitalize names, pronoun "I," proper nouns, days, months, holidays, and salutation and closing of a letter.</p>		CT standards do not specifically address product names and geographic names.
<p>CC.2.L.2.b Use commas in greetings and closings of letters.</p>	<p>CT.2.W.8 Capitalization/Punctuation/Usage: Use commas in a series, e.g., after greeting and closing of a letter, in a date, between city and state.</p>		
<p>CC.2.L.2.c Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>CT.2.W.11 Capitalization/Punctuation/Usage: Form contractions; use apostrophes.</p>		CT standard does not address possessives.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
CC.2.L.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	CT.3.W.7 Spelling: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third-grade spelling curriculum. Examples: - vowel patterns, e.g., aw, ou, oy - affixes, e.g., un-, pre-, -ed - plurals rules, e.g., cat to cats, glass to glasses, carry to carries - double consonant rules, e.g., bunny, hopping, hotter, hottest - common homophones, e.g., to, two, too; there, their, they're	CMT Editing & Revising	The CT standard matched to the CCSS is one grade level above.
CC.2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	CT.3.W.26 Capitalization/Punctuation/Usage: Use resources to find correct spelling for words identified as misspelled, e.g., word walls, student dictionaries.		
Knowledge of Language			
CC.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English. CT.2.OL.6 Speaking: Sequence ideas appropriately with use of transition words. CT.2.OL.7 Speaking: Use varied language to describe events or ideas, including		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	<p>multiple meaning words and figurative language.</p> <p>CT.2.OL.8 Speaking: Present ideas with style and creativity using diction, inflection, volume, pace, etc.</p> <p>CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses.</p> <p>CT.2.W.12 Capitalization/Punctuation/Usage: Use nouns in sentences, e.g., singular, plural, common, proper, possessive.</p> <p>CT.2.W.13 Capitalization/Punctuation/Usage: Use verbs in sentences, e.g., past and present tense, agreement, linking verbs, common irregular verbs.</p> <p>CT.2.W.14 Capitalization/Punctuation/Usage: Use adjectives in sentences, e.g., descriptive, comparative, superlative.</p> <p>CT.2.W.15 Capitalization/Punctuation/Usage: Use correct subject-verb agreement, correct pronoun choice, and logical word order.</p>		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
	CT.2.R.6 Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.		
CC.2.L.3.a Compare formal and informal uses of English.	CT.3.OL.2 Listening: Listen to the opinions of others about written, oral and visual texts.		
Vocabulary Acquisition and Use			
CC.2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.		CT standard does not address "phrases."
CC.2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	CT.2.R.19 Vocabulary: Reread and read on to determine meaning of unknown words. CT.2.R.21 Vocabulary: Identify unfamiliar words.		CT standards do not mention context clues.
CC.2.L.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	CT.2.R.18 Vocabulary: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.		

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
CC.2.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	CT.3.R.4 Phonics/Word Study: Infer word meanings from roots, prefixes, and suffixes.		
CC.2.L.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	CT.2.R.17 Vocabulary: Use glossaries and dictionaries to identify word meanings.		CT standard does not reference "digital print."
CC.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.	CT.2.R.15 Vocabulary: Explain common antonyms, e.g., big, little; day, night, and synonyms, e.g., little, small. CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.		The CT standards do not address nuances in word meanings.
CC.2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	CT.1.R.23 Vocabulary: Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.		CT standard addresses classifying only - not categorizing by description.
CC.2.L.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	CT.2.R.15 Vocabulary: Explain common antonyms, e.g., big, little; day, night, and synonyms, e.g., little, small.		CT standard does not include the component of "shades of meaning," but addresses words with similar meanings.

GRADE 2			
CCSS	CT Standard Match	CT Assessment	Notes
CC.2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	CT.2.R.20 Vocabulary: Use new vocabulary from narrative and expository text in well-constructed sentence.		